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ABSTRACT

To assist in institution-building in selected developing countries, the Office of International Programs/Denver Research Institute (OIP/DRI) developed a training component that focused on channeling local input to program design and implementation. The program was initially developed to focus on enhancing the role of women in national development and to assist them in promoting the flow of technology to rural users. It was determined that a need for training in planning and management skills existed among the women in Thailand and Colombia. DRI created the Development Training Forum (DTF), which uses a participatory planning method to teach basic organizational planning and program management skills. A series of training forums was then held in Thailand and Colombia. The DTF was found to have both topical and cross-cultural application and to be able to be modified for organizations at all levels. Local replication of the DTF method has occurred in Thailand. Modifications to adapt the method to local cultural and social influences have included language, focus, participation, time frame, and additional sessions. (Appendixes, amounting to approximately one-half of the report, include summary data from the DTF in Thailand and Colombia). (YLB)

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ENHANCING THE ROLE OF WOMEN IN NATIONAL DEVELOPMENT THROUGH DEVELOPMENT TRAINING PROGRAMS

A Report on the Design of
a Technology Transfer Model
Using Applied Research Institutes
and Women's Voluntary Organizations

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ENHANCING THE ROLE OF WOMEN IN NATIONAL DEVELOPMENT
THROUGH DEVELOPMENT TRAINING PROGRAMS

ABSTRACT

Under a USAID-sponsored contract to assist in institution-building in selected developing countries, the OIP/DRI developed a training component that focused on channeling local input to program design and implementation. The program was initially developed to focus on enhancing the role of women in national development and to assist them in promoting the flow of technology to rural users. Although women continued to be active participants in the program, the Development Training Forum (DTF) has broad implications for the more effective utilization of all human resources in development activities.

The report focuses on the philosophy and development of project activity that took place from 1978-1980 in Thailand and Colombia. An analysis of project activity reveals that the DTF has both topical and cross-cultural application, and can be modified for a variety of organizations at all levels - from the village to an executive level. Local replication of the DTF method and modification to account for cultural and social influences is discussed. The development of global equity and equality is a trend that fosters the use of the DTF methods, and it is within this global context, that future implications - for women, and societies in general - are presented.

ENHANCING THE ROLE OF WOMEN IN NATIONAL DEVELOPMENT THROUGH DEVELOPMENT TRAINING PROGRAMS

DEVELOPMENT OF PROJECT ACTIVITY

Background

The potential of using women in national development has become a topic of current interest to many governmental agencies, private voluntary organizations, and international organizations. Specifically, the Percy Amendment encourages U.S. foreign assistance to be administered with particular attention to the integration of women into national development efforts. In response to this amendment, the Denver Research Institute (DRI) was encouraged to enhance the role of women within the overall contract work for the Office of Science and Technology (OST). The DRI interpretation of this mandate was to heighten the utilization of all human resources in social, political, and economic development by facilitating access to technologies and skills that are relevant to current roles and activities of women.

Thus, the DRI task involved the following general objectives:

1. to enhance the ability of women in the applied research institutes to perform more effectively in their positions, and
2. to assist women in promoting the flow of technology from applied research institutes (ARIs) through existing transfer agents to the rural users.

To address these general objectives, DRI developed two areas of activities:

1. enhanced recognition of women in overall OST contract activities,
2. creation of a special program, the Development Training Forum, to provide specific skills for women in organizational planning and program management.

LIST OF FIGURES

Figure 1: Technology Transfer Model
Figure 2: Major Steps of the Planning Methodology

Chart 1: WID-Development Training Forum Activities: Thailand
Chart 2: WID-Development Training Forum Activities: Colombia
Chart 3: Scope of Impact - Thailand Participating Organizations
Chart 4: Scope of Impact - Colombia Participating Organizations

Technology Transfer Model

The applied research institutes serve as a source of technology and as a focal point for scientific and technological development within a developing country. Women's organizations or private voluntary organizations are also present with varying degrees of outreach and development potential throughout the country. The hypothesis for this model is that the women's organizations, or PVOs, as existing, functioning networks, can serve as potential intermediaries or transfer agents in the technology transfer process within a developing country. One of the concerns of the research institute is to develop technology appropriate to local rural and urban users. Often, the institutes do not have a well-developed outreach or extension capability, and therefore they lack access to knowledge about local users' needs, resources, and capabilities. Similarly, local users are rarely aware of or infrequently benefit from current technological developments. Therefore, it would seem that if a more efficient channel of communication between sources of technology and potential users could be set up, the process of technology transfer might improve.

OBJECTIVE: Women's organizations can serve as effective agents in identifying local needs for technology, in expressing those needs to sources of technology (applied research institutes (ARI)), and in facilitating the transfer to the rural user.

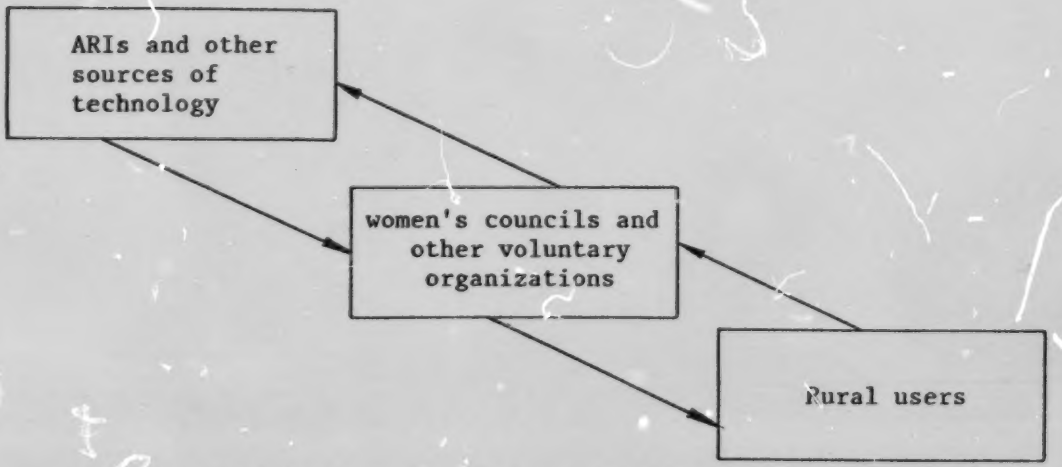

Figure 1: Technology Transfer Model Using Women's Organizations

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ACTIVITIES

Integrated OST Contract Activities

In order to address the general objectives and test this model, DRI attempted first to enhance the role of women within current contract activities. This involved information exchange and management development.

Information Center

A small information collection was designed to include the following general topics:

- women, food, and nutrition;
- population studies and women;
- women in science and technology;
- women's service organizations;
- research on women: status and role;
- management training for women;
- women and national development;
- development planning and women;
- appropriate technology for women;
- impact of technologically induced change on women;
- women and small-scale industry;
- women, education, and labor force participation;
- methodology and data collection on women;
- conferences, meetings, etc.;
- organizations assisting women in developing countries; and
- women's organizations in developing countries.

However, this activity was only an informal support activity to the Development Training Forum. The information collection served as lecture material, general background and supplemental reading for the various workshops. Information did not become a formal part of the WID program as it was not included in the concept of the proposed project. However, as the program proceeded, the need for better information became apparent

and support activity was developed. Through personal contact, DRI became a focal point of information on women in development.

As needs arose, a two-way information exchange was facilitated. Information on U.S. projects and research directed toward women were collected and made available for dissemination to women in developing countries. Similarly, DRI disseminated, in the United States and other developed countries, current information on the role and participation of women in developing countries. A sample of information requests includes the following:

1. Conference reports and other documents from the AID-sponsored conference on the "Role of Women in Meeting Basic Food and Nutrition Needs in Developing Countries" were made available to women at IIT.
2. A request by the Girl Guides of Thailand and Peace Corps Volunteers on food preparation and preservation techniques was answered.
3. General information on Battered Women's Shelters, Women's Studies Programs, and Women's Resource Centers in the United States was requested by the Thai Women's Lawyers Association. A follow-up visit by a member of this association, funded by AID, was made to the United States and to Denver in particular.
4. General information on funding sources was sent to women's organizations in Thailand and Colombia.
5. Information on management training for rural women was requested by the Home Economics Department, University of the Philippines.
6. Information on project activity is channeled periodically to the International Women's Tribune Center for wide dissemination to developing countries.
7. Stanford Research Institute has requested information on important development issues involving women in developing countries, with particular reference to the Near East.
8. Project activity has been explained in detail to organizations such as: AID/WID; International Family Planning Project/

American Home Economics Association; Nonformal Education Information Center/Michigan State University.

Management Training

In other OST contract activities, increased recognition has been given to the quantity and quality of women's participation. The initial management training activities involved only a few women. Although it cannot be said that a steady and obvious increase in the number of women participants has occurred, DRI can state that increasingly active participation by women took place in the management development activities and overall linkage activities. In particular, several women have taken active roles in linkage activities by serving as professional role models. Questionnaires were used to collect information on women in research institutes and on the role and participation of women.

Due to the addition of WID activities to the contract, DRI staff have become increasingly aware that the design of contract activities should be made with the understanding that both men and women should be active recipients of foreign assistance efforts.

Development Training Forum (DTF)

From information gathered through sources in the research institutes, it was determined that a need for training in planning and management skills existed among the women in the target countries--Thailand and Colombia. Such skills, when combined with the capability to train others, would allow more women to participate more actively and effectively in the national development of their countries to the benefit of the entire society. Furthermore, such training would be used to test the technology transfer model and possibly initiate the essential contracts to promote a more efficient transfer process.

Thus, DRI created the Development Training Forum (DTF). Through the use of a simple participatory planning method, the DTF teaches participants basic organizational planning and program management skills. To demonstrate the use of the six-step planning method, the forum focuses on a specific topic relevant to the participants' work. Using

participant input, a program plan is produced that can be implemented by participants and their organizations.

DESCRIPTION OF THE DTF EXPERIMENT

Methodology

The planning methodology used in the DTF involves six basic steps:

VISION -- creates the general parameters of a specific topic or area.
CONSTRAINTS -- determine underlying obstacles or problems to vision attainment.
PROPOSALS -- develop major strategies or solutions to address constraints.
PROGRAMS -- provide structures to activate proposals.
TACTICS -- describe practical steps to implement programs.
SCHEDULING -- establishes tasks in a time frame.

The internal structure of each step is similar:

1. Brainstorm/Group Discussion,
2. Data Organization/Gestalt,
3. Group Titles/Group Consensus.

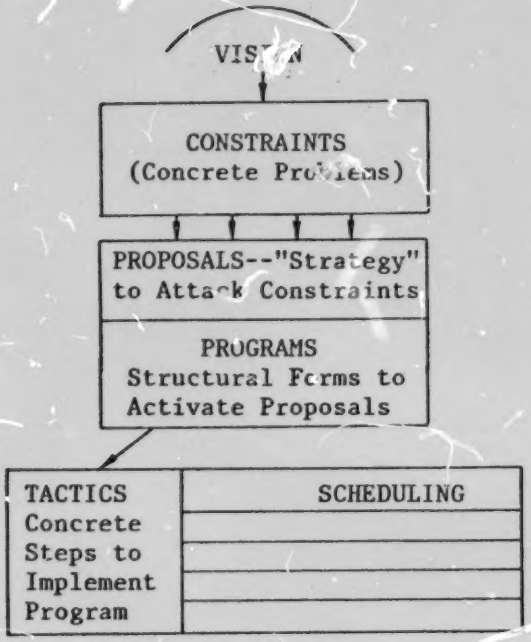

Figure 2
Major Steps of the Planning Methodology

Example

VISION
- Increased participation of women in income-generating activities.

CONSTRAINTS
- Limited access to capital resources/minimal family savings.
- Skills training predominantly male-oriented.

PROPOSAL
- Improve capital funding programs specifically designed for women, or
- Establish women's capital investment program directed toward improving women's participation in income-producing activities.

PROGRAM
- Women's Capital Investment Program.
- Women's (Income-Generating) Skills Training School.

TACTICS
- 1. Organize women's cooperatives in selected marketable skills.
- 2. Contact key women's organizations to arrange for trainers in selected skills.

SCHEDULING
- Tactic 1 to be initiated in Week 3; concluded in first Trimester
- Tactic 2 to be initiated in first week.

Training Forum Activities

A series of training forums was held in Thailand and Colombia. Participants of the initial forums occupied professional, technical, and volunteer positions in governmental, nongovernmental, and scientific/technical organizations with activities relevant to the chosen topic area.

The participants from the initial forums are key individuals who are instrumental in conducting forums at the provincial and village levels. A "multiplier effect" is thereby produced, with participants from the provincial level forum then working closely with individual villages. The series of forums has trained in both Thailand and Colombia a corps of women capable of using organizational and planning skills and of teaching those skills in the future without DRI assistance. Furthermore, the planning documents from each forum have been used by the respective groups of participants in their collaborative and individual ongoing and new activities.

In Thailand, the initial forum was conducted in English; the second, in Thai; and the third forum was conducted in English, with participants from the ASEAN nations. All forums in Colombia were conducted in Spanish. The last forum in Colombia was conducted with people working directly in community-level work. Activities in Thailand and Colombia are shown in the following charts.

CHART 1 - WID--DEVELOPMENT TRAINING FORUM ACTIVITIES

THAILAND

Bangkok: "The Role of Women in Rural Development"
July 1978, six days

- Sponsors: TISTR[1], DRI, NCWT[2]
- Participants: Twenty-five women from TISTR, private organizations, and governmental agencies.
- Training: Planning method; program review; skills inventory; proposal preparation.

Phuket: "Administrative and Community Development Skills for Provincial Leaders"
February 1979, six days

- Participants: Sixty provincial-level community leaders and workers.
- Training: Planning method and application to large groups; problem-solving; evaluation techniques.

Bangkok: "ASEAN Regional Consultation"
May 1979, four days

- Participants: Twenty government and women's organization representatives from ASEAN.
- Training: Program design and implementation; program priorities.

"NCWT General Meeting: The Role of Women's Organizations in Supporting Governmental Activities"
May 1979, two days

- Participants: 200 provincial-level representatives.
- Training: Modified three-step planning method.

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[1] Thai Institute for Scientific and Technological Research
[2] National Council of Women of Thailand

CHART 2 - WID--DEVELOPMENT TRAINING FORUM ACTIVITIES

COLOMBIA

Bogotá: "The Role of Women in Food and Nutrition"
December 1978, three days

Sponsors: IIT[3], DRI, PAN[4]
Participants: Thirty-two representatives from IIT, universities, central, and four field offices of PAN, NCWC, and affiliates.
Training: Planning method.

Bogotá: "Technology for the Development of Self-Help Programs"
October 1979, three days

Sponsors: IIT, DRI, CCTV[5]
Participants: Twenty-four representatives from training groups for coordinating committees of voluntary organizations, representing eight departments.
Training: Planning method; techniques for training trainers.

Bogotá: "Technology for the Programming of Self-Help Activities in Child Development"
November 1979, five days

Participants: Sixteen representatives from regional committees of IYC, representing six departments.
Training: Planning method; practicum.

[3] Instituto de Investigaciones Tecnologicas
[4] National Program for Food and Nutrition
[5] Coordinating Committee for Voluntary Work

ANALYSIS OF PROJECT ACTIVITY

Assumptions and Hypotheses

It must be remembered that the DTF was an experimental program. Initial conclusions from this experiment suggest that the following assumptions and hypothesis have some validity, and merit further attention and testing. Based upon DRI's initial work with the DTF, these assumptions have been shown to be true in the countries and with the groups involved.

The underlying assumption for this project is that national development will proceed at a much faster rate if women, who perform much of the work in rural areas and who are primarily responsible for the well-being and early education of their children, are given greater access to improved technologies and are allowed to benefit from advances in scientific knowledge.

From this assumption, the model of technology transfer using women was developed and tested by introducing a planning methodology as a technique for enabling local input to development planning.

Two hypotheses were addressed by the WID program:

1. The methodology used in the DTF has both topical and cross-cultural application and therefore has the potential for use in many cultural situations focusing on a wide variety of topics and involving a broad range of groups, organizations, or individuals. The methodology is an effective tool that can enhance the participation of women in developing countries.

   As the following analysis will document, this hypothesis, based on the limited activity in Thailand and Colombia, is shown to be true, indicating that the DTF has great potential in organizing and structuring local input into program design and implementation. The DTF addresses the crucial need for local input and long-range planning for effective development and is an asset to successful and appropriate social change. The DTF can be modified for use in many cultural and social situations. Women have benefited by learning the skills

taught in the DTF, and have shown creativity in replicating and modifying them for their own use as well as in teaching others.

2. A technology transfer process within a developing country can involve the following actors: the applied research institute with managerial training assistance from DRI; women's organizations or private voluntary organizations as transfer agents; and the local rural and urban users. This process can be useful in channeling more appropriate technology to local users and enabling local input into technological design.

The initial target group for the training was a small group of trainers as the "critical mass" for more effective development work. The model of "training trainers to train others" has as an ultimate target group, the women leaders in provincial areas and village women. It is important to note that during the short course of this project (one and one-half years), it was possible only to set the groundwork for reaching the ultimate target group by training the "critical mass" or core group of trainers in each country. The model was tested by using the planning methodology as the "technology." In the future, other technologies could be transferred in the same way. Therefore, this hypothesis was only narrowly addressed, and DRI has reason to believe it is valid. More experimentation with the DTF in this regard would be useful.

Accomplishments

Total participation. A core group of approximately one hundred people was trained in each country. By the third forum in Thailand, a second level of training by Thai trainers had been given to over two hundred people. This number is expected to increase as the Thai trainers are motivated and actively engaged in replicating the methodology. In Colombia, almost seventy-five participants were directly trained by DRI in the use of the methodology. The last two forums were conducted very late in the project time period. However, by the third forum, DRI was already receiving reports of second-level training.

Workbook/Reports and Teaching Materials. These materials are now available in English, Thai, and Spanish and are hence made available by the applied research institute and local cooperating groups to interested organizations and individuals. English materials have been widely requested as shown by the following sample:

Mission Evangelique, Ivory Coast
International Programs for Human Resources Development, Washington, D.C.
Office of Research, De La Salle University, Manila
African-American Institute, New York
Development Training Center, Indiana University
Commission on Social Service and Development, Causeway, Rhodesia
Federacion de Desarrollo Juvenil Comunitaria, Inc., Santo Domingo
UNESCO Regional Offices
Commission for Agriculture, Entebbe
International Learning Cooperative, Oslo
National Center for the Development of Learning Activities, Jatinangor, Lembaug-Bandung, Indonesia
School of Social Work, UNC, Chapel Hill
International Center for Research on Women, Washington, D.C.
Equity Policy Center, Washington, D.C.
Office of Technology Assessment, U.S. Congress
Trans Century, Secretariat for Women in Development
Overseas Development Council, Washington, D.C.
Overseas Education Fund, Washington, D.C.
World Bank
Nonformal Education Information Center, Institute for International Studies in Education, Michigan State University
Experiment in International Living, Brattleboro, Vermont
Women and Development Unit, University of the West Indies, Barbados
U.S. Peace Corps, Manila
AID/WID, Washington, D.C.
Various AID missions and bureaus.

Local Replication

Local replication is the use or modification by the trainees of the skills and techniques presented by the DTF program. In Thailand, widespread replication has occurred. While the potential for replication in Colombia may be even greater, it will take longer than the course of this program to document widespread use of the DTF methods.

In Thailand, DRI has documented the following samples of local replication:

1. The Girl Guides of Thailand in Chieng Mai have used the method repeatedly in planning for their own program and for their village development projects.
2. The National Council of Women of Thailand (NCWT) has done leadership training in the provinces of Lampang and Chachoengsao. DRI training has assisted the NCWT in implementing their community development projects in these provinces, with funding from AID/Thailand.
3. In three northeastern provinces of Thailand, Udonthani, Sakonnakorn, and Nakonpanom, the DTF methods have been used by NCWT with community and women's groups on topics of consumer education and child development. The method was taught by participants from the initial DTF.
4. The DTF methods were used at a rural leaders seminar at Mahasasakan Teachers Training College.
5. The methods were used at a session with the Home Economics faculty at Kasetsart University on the topic of graduate school training.
6. A member of the NCWT modified the training methods for use by the Women's Secretaries Association.
7. The Thai director of American Field Service (AFS) uses DTF methods in planning office and program activity.
8. The director of Mahedol University has expressed interest in adopting the method for use by his staff after sending two staff members to observe the ASEAN meeting.

9. One of the Thai trainers has recently become director of the International Training Program on Development and Management of Community-Based Family Planning, Health, and Development Programs of the Asian Center for Population and Community Development in Bangok and has indicated that the DTF planning methods will be an important element of her training program.

In Colombia, the second and third forums were only recently conducted, and therefore, the documented replication at the conclusion of the program is less than that in Thailand. The women of the IIT and PAN have indicated that the planning method from the first forum has been helpful in their work. Unfortunately, there was little continuity from the participants in the first forum, and little replication has resulted from the collaboration with the National Council of Women of Colombia. The second and third forums were conducted with the assistance of the CCTV (Coordinating Committee for Voluntary Work in Colombia). The second forum was conducted with the training representatives from coordinating committees of eight departments in Colombia. The third seminar included participants from six departments who were actively involved with community-level projects for the International Year of the Child. The single example of replication occurred one week after training: the methodology was used in designing a one-year program plan for the Medellín YMCA, a community-level, volunteer organization. The training was done by two participants from the second forum. The CCTV has sent a follow-up questionnaire to participants inquiring about the use of the DTF techniques, and a follow-up meeting for all participants will be held in April 1980 in Bogotá under the auspices of CCTV.

Modification of Method and Application to Other Contract Work

Although there have been no major changes in the basic design and use of the methodology, some modifications have occurred in specific uses of the forum in order to adapt the method to local cultural or social customs or traits. However, the basic methodology has proven to be flexible, adaptable, and of great use to a variety of participants. General modification has occurred in the following ways:

1. Language. A simple use of language is necessary for implementing the method with village-level groups or with second-language speakers. A more sophisticated use of language is possible with more experienced groups or native-language speakers.
2. Focus of DTF. The subject matter or topic has varied. Some of the topics that have been used as a focus for the DTF include:

   The Role of Women in Rural Development,
   Administrative and Community Development Skills for Provincial Leaders,
   Women's Organizations and Community Development,
   Women's Organizations as Agents of Technology Transfer,
   NGO and Governmental Collaboration for Child Development,
   Community Actions in Consumer Education/Child Development,
   The Role of Women in Food and Nutrition,
   Technology for the Development of Self-Help Programs, and
   Technology for the Programming of Self-Help Activities in Child Development.
3. Participation. The participants have included representatives from a variety of organizations and have represented varying levels of experience and social groups. The size of the participants' groups has ranged from sixteen to two hundred people.
4. Time Frame. The duration of the forum and the number of methodological steps has varied from three hours (three steps) to seven days (six steps plus supplementary sessions). Intervening time periods between steps can also vary.
5. Additional Sessions. The method can be enriched by the addition of complementary sessions, such as skills analysis, budget planning, project implementation, survey techniques, research methodology, proposal writing, or project funding.

Besides these general categories of method modifications, the following examples illustrate specific modifications made during the use of the method under this contract work:

1. The original word "Contradictions" for the second step initially posed problems of comprehension for some participants. The word "Obstacles" was used for awhile, and finally "Constraints" has been determined to be better understood by the participants.
2. The process of moving from "Proposals" to "Programs" posed serious problems for the Colombian participants. Two remedies for this were developed by the participants themselves. One was to have the facilitator (or group leader) name the Programs from the Proposals, and then move into the tactics step; as an alternative, the tactics step could follow the proposal step with the gestalt of tactics thereby being named as programs.
3. Tactics--to avoid data that are project phases instead of specific activities, it was necessary to drop the instruction of listing the tactics in order of priority and simply request participants to name a variety of concrete activities to implement programs.
4. Scheduling--due to some problems encountered in planning, according to the three time frames, it was found to be easier to begin with the long-term time frame (five years) and proceed toward the shorter time frame (three months). This enabled participants to develop a broader picture of scheduled activities, moving then towards more immediate, short-term tasks.
5. For each DTF, at least a day is suggested as a practicum so that participants are given an opportunity to try out new skills before leaving the DTF setting and returning to use the skills in their home institution.

The planning method has also proved useful to the DRI staff in project and program planning and has been used in other contract work as follows:

1. R&D Management Workshop for Egyptian Executives: Session on Participatory Planning Methods. Topic: "R&D Programming for Sinai Development."

2. Financial Management Program for the Royal Scientific Society. Topic: A Financial Management System for the RSS Printing Operation.
3. Training Program for Instituto de Pesquisas Tecnologicas, Brazil. Topic: Project Administration for IPT.
4. Specialized Training in Research Techniques for a Senior Research Officer of the National Council on Women and Development in Ghana. Topic: Research Methods/Approaches for Women in Development.

DRI has also used the DTF methods in various internal planning exercises.

ISSUES ADDRESSED BY PROJECT ACTIVITY

Cultural and Social Factors

A variety of social and cultural factors influence the design and use of the DTF.

The brainstorming step. This was popular in Thailand and was sometimes used almost to the exclusion of the rest of the method. A possible explanation for this might be that status tends to influence who talks within a group situation. The brainstorming step opens avenues to participation and thinking not traditionally used in Thailand. Although the rest of the method is important, encouraging this process is important because it stimulates a more complete utilization of human resources.

The group as an important entity in other cultures. The ability to work within a group is a key social skill that has many cultural rules. Participants expressed that the group participation methods used in the DTF gave them new ways to be creative, direct with other participants, and still honor traditional patterns.

The receptivity to aspects of the method will vary. For example, in the first forum in Colombia, participants had a great deal of difficulty in doing the scheduling step. In Thailand, much ceremony and protocol were necessary in holding the forums, which may have detracted slightly from concentration on the methodological presentation and

process. These are aspects that must be carefully considered when planning a training program.

The approval and support of key people are necessary for endorsement of the training techniques. In Thailand, it became obvious that key individuals actively supported and intended to replicate aspects of the training. This served an important legitimizing function, motivating others to become actively involved in the training process. Without the dedication and support of CCTV in Colombia, the DTF program would not have the potential for impact that it now shows.

Language Proficiency

Language was a key factor in using the DTF. It is obviously best to have native speakers do the training. When training is conducted in English to non-native speakers, shorter, less sophisticated phrases and a simpler vocabulary must be used. This slightly inhibits an in-depth and fluid analysis of the pedagogical and methodological points. However, this does not severely restrict the training process. In Colombia, all of the training was done in Spanish, with assistance by native Spanish speakers.

Scope of Impact

The quantitative measures of the scope of impact of this training include a list of the organizations represented and documentation on examples of local replication. Chart 3 illustrates the scope of impact in Thailand. In Colombia, the scope of impact also has great potential (as shown in Chart 4).

CHART 3 - SCOPE OF IMPACT - THAILAND: PARTICIPATING ORGANIZATIONS

Bangkok	Phuket	NCWT	ASEAN
NCWT	Bangkok Area	Representatives from 93 organizations from around the country.	Faculty of Pharmacy, Mahedol University
President, Women's Association Nakon-Sithammarat	Home Economics Association-Thai-President		Department of Home Economics-Kasetsart University
President, TUWA	Representative from Thai Red Cross Society		Supervisory Unit, Department of Teacher Training, Ministry of Education
Deputy Secretary-General for Natural Sciences National Research Council of Thailand	NCWT		Ministry of Foreign Affairs
Chairperson, Promotion of CD through women	Officers of CD-Ministry of Interior		Faculty of Science, Chandrakasem Teachers College
Trainer, Girl Guides Association of Thailand	Representative from St. Joseph Alumni Association		Thai Home Economic Association
Social Science Researcher, National Research Council	Department of Technical and Economic Cooperation		Kasetsart University
Thai American Technical Co-operation Association	National Women Defense Association		Faculty of Nursing - Mahedol University
ISRA-Kenny Dental Clinic	Local Scout of Thailand		Teacher Training Department, Ministry of Education
ASRCT	Thai Muslim Women's Association		AFS - Thailand
Director of Environmental Biology Division, ASRCT	Provincial Representatives		NCWT
National Economic and Social Development Board	Red Cross Society of Trang		
President of Vocational Training Program, Thai Muslim Women's Association of Thailand	Red Cross Society of Narthivas		
Social Worker for Foundation For Thai Rural Reconstruction Movement	Women's Association of Narthivas		
Director, Pharmaceutical Research Division, ASRCT	Red Cross Society of Songla		
Foreign Relations Officer Social Studies and Planning Division, Department of Public Welfare	Women's Association of Phuket		
	Women Cultural Promotion Association of Petchuraboon		
	Red Cross Society of Chai Yapoom		
	Women's Cultural Promotion Association of Chiangrai		
	Nakornrajasima's High School		
	Women's Cultural Promotion Association of Chaiyapoom		
	Red Cross of Ubolrajathani		
	Women's Cultural Promotion Association of Ubolrajathani		
	Konkhaen's Kalayanavat High School		
	Women's Cultural Promotion of Mahasarakham		
	Women's Cultural Promotion of Phangna		

CHART 4 - SCOPE OF IMPACT - COLOMBIA: PARTICIPATING ORGANIZATIONS

December '78	October '79	November '79
IIT	CODEVOL - Cartagena	IYC - Bolivar
Instituto Colombiano Agropecuario (ICA)	CODAFE - Baranquilla	ICBF Regional, Bogotá
Colciencias	ONOVAL - Pasto	UCC - Bogotá
Instituto Colombiano de Bienestar Familiar (ICBF)	ACOVOL - Bogotá	Futuro para la Ninêz
Plain Nacional de Alimentos (PAN)	COVOLTO - Ibagríe	La Madera Hogar, San Pelayo
PAN - Atlántico (Baranquilla)	Departamento de Salud-Cundenamarca	ICBF - Bucaramanga
PAN Bolivar (Cartagena)	CCTV - Bogotá	Cruz Roja - Damas Grises
Universidad Nacional (Química)		Defensa Civíl Colombiano - Bogotá
Universidad Nacional (Nutricion y Dietica)		Cruz Roja Juvenil
Asociacion Amas de Casas Rurales (AMAR)		Asociacion Cristian Feminina
Union Ciudadas de Colombia (UCC)		Police Headquarters - Manizales
Consejo Nacional de Mujeres de Colombia		
Sociedad Amor de Bogotá		
Consejo Regional de las Americas (CRA)		
Industrias Noel		
Comision Interamericana de Mujeres (OEA)		

Modification of Method

As previously indicated, the modification of the DTF according to local customs, cultural and social influences and organizations' objectives is essential for each situation. The method is a procedure, not substance, in that its content relies upon the local wisdom and experience of the participants. However, the trainers must be extremely sensitive to and able to adapt the method design and use according to formal and intuitive influences. The method must be applied with this cultural sensitivity in order to be useful. Modification requires a thorough understanding of the background of the participants, organizations and culture, and a limited knowledge of the topic.

Application to Local Level

It is possible to use the DTF methodology at the local level, even with a majority of people unable to write. However, the language and methods must be simplified, and some creative modification is necessary to match the methods with the local situation. The DTF methods are reported to be used at the village level in northern Thailand by the Girl Guides.

Global Implications

The methods of the DTF draw upon the experience of the participants regardless of culture or status. The topics and methods used during the course of this program cut across cultures and give depth to the products. The development of global equity and equality is a trend that fosters the use of the DTF method. That is, all participate throughout the forum, fostering local or "grass-roots" input to planning or decision-making. In addition, the DTF planning method fosters "learning by doing," a technique applicable in all cultures.

Problems/Lessons

1. Problem: The lack of a clearly defined topic, objective, or interest on the part of the local counterpart can result in a poorly focused forum and data.
   Lesson: A need to strive for a well-defined product and clearly understood motive for the DTF. Therefore, a preforum consultation is suggested as an opportunity to visit the locale and confer with local institutions in order to gain a firsthand idea of the local cultural, political, and social situation and in order to clarify the topic, outcome, and expectations of local groups.
2. Problem: It is important and often difficult to reach the right key people and have a group responsible for making local arrangements and facilitating execution of the DTF.
   Lesson: An entry point, such as the applied research institute, is essential for making local contacts and arrangements. In all cases, the institute was invaluable in arranging for local support staff and assisted DRI in modifying the DTF design for local conditions.
3. Problem: A problem exists in documenting the application and replication of the training, motivating the participants in their use of the skills, and ensuring general follow-up.
   Lesson: Such continuity and support must be given by a local entity to encourage continued use of the training. In Thailand, the local support from the NCWT was a key to widespread replication. However, as the leadership changes, such support may not be so formal. In Colombia, there is an excellent opportunity for replication as the local entity is committed to and capable of such continuity and follow-up.

Once an initial program is developed for a country, there is low-cost replication of the DTF. Additional money, however, should be made available to the local institution to conduct follow-up and ensure continued replication of the method. Furthermore, seed money to support the project ideas developed during the forums should be made available.

This provides a better link between planning and project development and could serve as a strong incentive for local organizations.

CONCLUSION

In conclusion, the WID program has been extremely successful in achieving the desired objectives. It has helped to expand the participation of professional women in achieving recognition and advancement in the following ways:

1. By exposing the work of the women in the applied research institutes and the work of the institutes to the general public, voluntary organizations, and provincial and rural users.
2. By training women in the institutes and other organizations in planning skills and organizational management, useful in their work, within their organization, and in their daily life.
3. By providing a forum for discussion on topics of mutual interest to women in research institutes, government, and private organizations.

The measures of impact have been both quantitative (replication and use of the DTF method; training held for other groups; activities designed and implemented using this method by the individuals/organizations that were trained) and qualitative (interviews and discussions with personnel in ARIs and other participants). In both countries, the method was enthusiastically viewed as practical, useful, and flexible for their use.

One final point is that DRI feels the DTF can be an effective tool to assist women in enhancing their participation in national development. However, the use of the DTF has broader implications and can be a key to enhancing the more effective utilization of all human resources in development activities.

RECOMMENDATIONS

Based on the experiment conducted in Thailand and Colombia, DRI strongly feels that the DTF methodology has widespread application to a variety of countries and organizations. It is suggested that the DTF be used in a variety of countries to better test its application. Future plans should include a wider use within Thailand and Colombia as well as an expansion to other countries.

DRI recommends that an ongoing relationship, similar to the overall DRI/research institute linkages, be continued with the women and the organizations trained in the DTF. These organizations have indicated their desire and support for ongoing DRI technical and advisory assistance.

A worthwhile follow-on activity would be a close examination and analysis of the data collected during the course of this program. These data could be instrumental in developing policies and programs for women and voluntary organizations' activity in general as well as in Thailand and Colombia, in particular.

The DTF methodology is recommended for use in programs such as the Peace Corps, in voluntary organizations and in other AID activities as a technique for volunteers and professionals to use in structuring and channeling local input to project design and implementation. The DTF could also serve as a basic design for a comprehensive training program for development project personnel. However, it is <u>essential</u> to modify the DTF approach according to local customs and participation. Collaborative work with a local institution is suggested as a means to develop an appropriate format for the activity.

Reports in the DTF Series

Thailand

DTF Bangkok: July 26 - August 2, 1978
"The Role of Women in Rural Development"

DTF Phuket: February 19-24, 1979
"Women Leaders in Administration and Community Development"

DTF Bangkok: May 7-10, 1979
ASEAN Regional Consultation: Program Design and Implementation;
"Role of Women's Organizations in Supporting Government Activities in Child Development"

DTF Bangkok: May 10, 1979
"The Role of the National Council of Women of Thailand in Supporting Government Activities in Child Development"

Colombia

DTF Bogotá: December 4-6, 1978
"El Papel de la Mujer en la Alimentacion y Nutricion"

DTF Bogotá: December 29-31, 1979
"Tecnologia para el Desarrollo de Programas de Autoayuda Promovidos por los Grupos Voiontarios"

DTF Bogotá: November 5-9, 1979
"Tecnologia para la Programacion de Actividades de Autoayuda para el Desarrollo del Niño"

Final Report: Enhancing the Role of Women in National Development through Development Training Programs

Other

Methodological Uses and Usefulness of the DTF
Judith Ellison, Program Consultant
DTF Training Material and Designs
Melinda Cain, Program Director

Reports are available from:
Office of International Programs
Denver Research Institute
University of Denver
Denver, Colorado, USA
303/753-2185

Thailand

DTF Bangkok: "The Role of Women in Rural Development"

APPENDIX

Summary Data from DTF

MASTER OPERATING VISION CHART
FOR WOMEN'S INVOLVEMENT IN RURAL DEVELOPMENT

ESTABLISHING SELF-DEPENDENCE		EXPANDING NEEDED SERVICES			CLAIMING HUMAN DIGNITY	
I. SOCIO-ECONOMIC DEVELOPMENT	II. INTEGRATION INTO RURAL DEVELOPMENT	III. EDUCATION AND TRAINING	IV. SOCIAL SERVICES	V. HEALTH SERVICES	VI. EQUAL RIGHTS OPPORTUNITIES	VII. MORALE AND ETHICS
Home industries to increase income.	Encourage participation in community development.	Better consumer education.	School lunch program.	Barefoot doctors to rural areas.	New attitudes by men and women.	Promotion of cultural affairs and tradition.
Redistribution of wealth.	Acceptance as planners, developers and beneficiaries.	Leadership training.	More day care centers.	Good nutrition.	Equal responsibility for development.	Develop self-discipline in everyday life.
Increased job production.	New self-concept to integrate women.	Basic health education.	Safety measures for women laborers.	Health care for mothers.	Training for planning and administration.	Morale of family and young people.
Introduction of new crops/animal husbandry.	Greater participation in social activities.	Non-formal education.	Cable and phone communication.	Eliminate malnutrition in children and pregnant mothers.	Government positions open.	Anti-corruption.
Sharing of resources/knowledge.	Better health and education to become better citizens.	Vocational training.	Road construction.	Clean environment.	Encourage interest in political affairs.	Campaign to stop sexual exploitation.
Equal wages for women.	Thailand as an independent and prosperous nation.	Better training for public/private sanitary habits.	Orphan care.	Clean drinking water in N.E. Thailand.	Political place in provinces for women.	
Long-range planning of family income.		Education in food habits.		Improved social welfare.	Administrative places open.	
Solve migration problems to rural areas.		Educate for better standard of living.			Women as policy makers.	

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(cont.)

MASTER OPERATING VISION CHART
FOR WOMEN'S INVOLVEMENT IN RURAL DEVELOPMENT (continued)

ESTABLISHING SELF-DEPENDENCE		EXPANDING NEEDED SERVICES			CLAIMING HUMAN DIGNITY	
I. SOCIO-ECONOMIC DEVELOPMENT		III. EDUCATION AND TRAINING				
Establish cooperative ventures.		Community attention to child development.				
Family planning.		Family life education.				
Applications of science to development.		Education for children.				
Promotion of use of local and available resources.		Education for equal rights.				
Develop simple food preservation techniques.		More women scientists.				
Increase job opportunities.						

UNDERLYING CONTRADICTIONS MASTER CHART						
Poor Administration		Inability to Adapt to Social Change	Insufficient Education	Unequal Distribution of Resources	Poor Family Planning	Physical Insecurity in Rural Area
No communication between village and technicians	Training courses don't address needs	Traditional beliefs block ability to change	Villagers dependent upon middle man	Loans have too high an interest rate	No discipline in child-rearing	Not enough security for women
No layman language	Inadequate health data	Broken homes destroy morale	Schools stress theory, not practical learning	Farmers don't own land	Dangerous environment for youth	Few people willing to work in rural areas
Villagers want others to do development for them	No knowledge of sex disclaimers	Materialism destroys moral fabric of society	Poor health brings inertia	Economic exploitation of villages	Too large families	No commitment by people who visit rural areas
No technicians in long-term planning	No village programs	Women resist change	Poor transportation prevents doctors from going to rural areas			
Unqualified persons in rural work	Social services don't serve	Drug addiction	Bad eating habits			
Rural organizations don't train in community development	Inadequate material and personnel resources					
Non-systematic training						
"How-to" manuals are too technical						
Complicated system of technology transfer						
Much theory--no practice						

MASTER PROPOSAL CHART					
COMMUNITY DEVELOPMENT TRAINING	COMMUNITY LEADERSHIP ACTIVITIES	NON-FORMAL EDUCATION	ECONOMIC GROWTH ACTIVITIES	FAMILY PLANNING SERVICES	CIVIC RESPONSIBILITY CULTIVATION
Establish program for training villagers to do community development themselves.	Establish community center with elected committee and appointed advisors.	Educate in proper nutrition practices.	Introduce proper legislation and enforcement.	Develop family planning through contraception programs.	Enforce laws and regulations.
Recruit volunteers from women's organizations to do training in villages.	Develop programs in family counselling, drug rehabilitation and supplemental income education.	Set up qualified personnel to train and follow up.	Encourage strict price control.	Promote better income through training programs.	Utilize volunteer services.
Survey health and other needs to design appropriate programs.	Develop training programs for trainers, village leaders, and villagers.	Set up special vocational training programs.	Promote cooperative systems.	Develop family planning through education and counselling.	Create more jobs for supplemental income.
		Advisory service for rural productivity.	Increase productivity through training.	Promote campaign for family limitation and abortion laws.	Improve administration systems.
		Bring in non-governmental sector.			
		Organize cooperative organizations.			

MASTER PROGRAM CHART					
ECONOMIC GROWTH	FAMILY WELFARE	EDUCATION AND VOCATIONAL TRAINING	NUTRITIONAL IMPROVEMENT	SANITATION AND HEALTH	BETTER CITIZENSHIP
Village Cooperative Program	Family Counselling Program	Supplemental Vocational Training	Food Technology Transfer Program	Health Needs Identification Program	Self-Defense Training
Income Extension Program	Drug Rehabilitation Program	Child Care Program	Food Preservation Program	Local Health Volunteer Program	Moral and Ethics Training
Small Industry Development Program	Youth Activities Program	Mobile Vocational Training Program	Nutrition Education Program	Water Tank Construction Program	Civic Responsibility Program
Home-Industry Improvement Program	Day Care Center Program	Vocational Training Program	School Lunch Program		
Home Weaving Improvement Program	Mobile Family Planning Program	Functional Literacy Program			
Agricultural Promotion Program	Abortion Law Lobby				
Mobile Agricultural Extension Program					
Water Supply Program					

TACTICS WORKSHEET FOR

MASTER PROGRAM	ECONOMIC GROWTH PROGRAM			
SUB-PROGRAMS	VILLAGE COOPERATIVE PROGRAM	INCOME EXTENSION PROGRAM	SMALL-SCALE INDUSTRY PROGRAM	HOME INDUSTRY IMPROVEMENT PROGRAM
T A C T I C S	1. Do a community socio-economic survey. 2. Prepare campaign for cooperative concept. 3. Conduct leadership training in villages. 4. Set up volunteer cooperative organizations. 5. Undertake a field trip to visit successful cooperatives. 6. Develop planning and implementation of the programs. 7. Design follow-up and evaluation. 8. Conduce in-service training as cooperative develops.	1. Conduct resource survey (demand and supply labor. 2. Set up organization to carry out programs. 3. Design technique training. 4. Follow-up and evaluation to develop income-generating capabilities.	1. Conduct locally available raw material survey. 2. Conduct local industrial survey. 3. Conduce local marketing survey. 4. Set up groups of industry according to interests. 5. Design technical know-how training for groups. 6. Do fund-raising. 7. Field trip.	1. Set up cooperative in a home industry. 2. Conduce marketing survey. 3. Fund-raising and development of a revolving credit fund. 4. Design in-service training for existing industries. 5. Field trip. 6. Follow-up and evaluation.

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TACTICS WORKSHEET FOR				
MASTER PROGRAM	ECONOMIC GROWTH PROGRAM			
SUB-PROGRAMS	HOME WEAVING IMPROVEMENT	AGRICULTURAL PROMOTION PROGRAM	MOBILE AGRICULTURAL EXTENSION PROGRAM	WATER SUPPLY PROJECT
T A C T I C S	1. New techniques and know-how training. 2. New dyeing techniques training. 3. Pattern design training. 4. Develop marketing skills through training. 5. Develop fund-raising and credit fund for existing industries. 6. Follow-up and evaluation. 7. Field trip.	1. Survey of the most suitable local agro-industry. 2. Set up village agricultural centers for selling products. 3. Develop agro-technique and know-how training. 4. Teach marketing skills.	1. Set up mobile agricultural laboratory to offer assistance to farmers and train in latest techniques. 2. Set up village volunteers trained in agricultural production techniques. 3. Set up agricultural baseline data collection bank.	1. Survey of water resources at village level. 2. Develop village level irrigation development (small dam, man-made canals). 3. Build rainwater reservoir. 4. Conduct reforestation and preservation activities. 5. Train in water management.

FIVE-YEAR TIMELINE					
PROGRAM TITLE: NUTRITION EDUCATION PROGRAM					
TASK / TIME	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
1. Educate villagers to change attitudes and food habits and consume vegetable protein	→	→	→	→	→
2. Establish day care center to reduce malnutrition in children	→	→	→	→	→

FIVE-YEAR TIMELINE					
PROGRAM TITLE: VILLAGE COOPERATIVE PROGRAM					
TASK / TIME	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
1. Do socio-economic survey	→				
2. Prepare campaign for co-op concept	→	→			
3. Conduct leadership training in village		→	→		
4. Set up volunteer co-op		→	→		
5. Undertake field trip to visit successful co-op		→	→		
6. Develop planning and implementation of program			→	→	→
7. Conduct in-service training			→	→	→

Thailand

DTF Phuket:

I. Women's Organizations and Community Development

II. Women's Organizations as Agents of Technology Transfer

DEVELOPMENT TRAINING FORUM

DENVER RESEARCH INSTITUTE

Session I. Women's Organizations and Community Development

by

Judy Ellison
Vichandra Bunnag

This session will introduce a planning method for women's organizations to use in their work in doing programs related to community development work. It is a planning process that involves group participation and enables group decision making. This session will also look at the overall picture of community development and discuss how an integrated approach to community development can be useful to women's organizations.

Session I

CONTRADICTION BRAINSTORM

1. No support from the government
2. No budget
3. Lack of equipment
4. Lack of personnel
5. No markets
6. Lack of knowledge in economics
7. No agricultural experts
8. Old beliefs in sterilization
9. Inconvenient communications
10. No irrigation system and land is very dry
11. Duplication of agencies going into the village
12. Dry geographical environment
13. Duplication of work
14. No cooperation between NGOs and the government

CONTRADICTION GESTALT

- Blocked process of administration
- Lack of human and equipment resources
- Lack of marketing outlets

DATA FROM SESSION I: WOMEN'S ORGANIZATIONS AND RURAL COMMUNITY DEVELOPMENT

VISION BRAINSTORM

1. Villagers need vocational training to get jobs to support themselves and their community.
2. Sanitation and public utilities
3. Good education
4. Plans for leisure time
5. Religion
6. Self-dignity
7. Cooperation from local people in community development
8. Sufficient water for agriculture and domestic use.
9. Set up cooperative system
10. Promotion of agriculture
11. Knowledge of family planning
12. Set up child-care centers
13. Health services
14. Better environment, cleanliness, and security
15. More participation of local women in development
16. Better education at all levels
17. Self-improvement--to accept changes
18. Electricity
19. Promotion of housewives in vocational training
20. Promotion of health and sanitation
21. Discourage witchcraft
22. Public welfare of women and children
23. Promotion of backyard gardens
24. Local bank
25. Better communications and transportation
26. Self-help in community development

VISION GESTALT

Economic development
Public utility development
Educational development

Individual human development
Promotion of vocational skills (e.g., agriculture)
Health and sanitation

Session I

PROPOSALS

I. CONTRADICTION: LACK OF RESOURCES

PROPOSALS:

1. Request authorities to allocate funds to create a revolving fund
2. Community to purchase equipment
3. Request volunteer workers and government experts
4. Training and educational program
5. Set up group to establish goodwill and understanding
6. Cooperate in development programs
7. Request government aid

II. CONTRADICTION: MIDDLE MAN CONTROLS PRICES

PROPOSALS:

1. Set up different kinds of cooperatives
2. Recommend that the public sector indicate what the demand for supplies is
3. Strict price control
4. Basic education in economics
5. Eliminate corruption
6. Promote community market
7. Promote utilization of cooperatives
8. Encourage saving
9. Facilitate credit loans from banks for investment
10. Community should advertise their outstanding products

III. CONTRADICTION: INEFFECTIVE ADMINISTRATION

PROPOSALS:

1. Seek financial cooperation from public and private agencies
2. Propose projects indicating the benefits of community development for government support
3. Eliminate duplication of work by setting up coordination units
4. Provide cooperative and sincere voluntary workers
5. Encourage local people to recognize the advantage of development
6. Provide for well-planned program
7. Eliminate conflict and encourage unity
8. Ensure that activities have continuity through project completion
9. Do evaluations

DEVELOPMENT TRAINING FORUM

DENVER RESEARCH INSTITUTE

Session II. Women's Organizations as Agents of Technology Transfer

by

Melinda Cain
Chaisakran Hiranpruk

This session will focus on the potential in using the established network of women's organizations in Thailand as an effective link between rural users and the sources of technology. A workshop session will introduce the participants to the use of a simple planning methodology that will focus on examining areas where women's organizations can be useful in identifying technological needs in rural areas and in serving as facilitators in the actual transfer of technology.

DATA FROM SESSION II: WOMEN'S ORGANIZATIONS AS AGENTS OF TECHNOLOGY TRANSFER

VISION BRAINSTORM

1. Increase family income
2. Dressmaking and mending
3. Home management
4. Youth leadership training
5. Food preservation
6. Family budgeting
7. Family planning
8. Baby nutrition
9. Vocational training
10. Health care service
11. Respect of elders
12. Use local resources
13. Discipline
14. Use leisure time profitably
15. Health programs
16. Nursery
17. Teach how to use new agricultural equipment for women
18. Consumer education programs
19. Sanitary habits and family hygiene
20. Literacy programs
21. Teaching of democracy
22. Encourage people to read
23. Teach about local laws and regulations
24. Train to be patriotic
25. Vocational promotion
26. Home cultivation

Session II

CONTRADICTIONS

1. Too many children
2. No access to credit
3. Not enough technology or teachers
4. No teaching of consumer education
5. No stimulation for interest in consumer education
6. Inadequate budget
7. No marketing opportunity
8. Bad communication and transportation
9. Insufficient public facilities
10. Local people are resistant to change
11. Local people do not have time
12. Great difference in local dialects prevents easy communication
13. Traditional customs prevent change
14. Inadequate equipment
15. Old attitudes
16. Do not know how to use technology
17. Laziness
18. Not familiar with new methods of work
19. Not used to working with new technology
20. Inadequate marketing system
21. Middle man is too powerful
22. No faith in new technology because cannot picture outcome
23. Politicians make false promises
24. Inadequate knowledge about technology
25. Girls are kept at home to work and do not have time to go to school
26. Village people do not think education is important
27. No commitment to public responsibility
28. No basic educational opportunities
29. Local leaders do not cooperate and do not care
30. Communist terrorists
31. No desire to form groups
32. Government officials not ready to transfer technology
33. Natural catastrophe
34. No common objective
35. Outside insurgency

△ Economic-related problems

□ Not enough education

○ Lack of leadership

Session II

PROPOSALS

I. CONTRADICTION: ECONOMIC PROBLEMS

PROPOSALS:

1. Upgrade vocational skills to help increase family income
2. Survey needs of local community
3. Survey available local resources: materials, manpower, skills
4. Set objectives, common goals, and develop plan of work
5. Make priorities
6. Organize interested groups as trainers
7. Find resource persons and equipment
8. Choose right time to come for training
9. Plan budgets
10. Convince community of result to be achieved
11. Find markets during training program

II. CONTRADICTION: NOT ENOUGH EDUCATION

PROPOSALS:

1. Promote non-formal education
2. Organize interest group
3. Develop vocational training to suit needs of different groups
4. Women's organizations can help in finding resource persons and trainers
5. Mobile library in village
6. Organize radio programs
7. Develop programs for older persons

III. CONTRADICTION: LEADERSHIP TRAINING

PROPOSALS:

1. Encourage local leaders and help them learn more
2. Upgrade local leadership; include women as local leaders, doctors, budget people
3. Organize local youth leadership training
4. Promote better quality in family leaders
5. Train children to be leaders in later life
6. Change attitudes of existing leaders

Colombia

DTF Bogota:

Technology for the Development of Self-Help Programs through Voluntary Organizations

TABLA DE OBSTACULOS

Comunicación. Social Incompleta.	Planeación sin Participación de la Comunidad.	Factores Economicos Limitantes.	Aislamiento Familia-Escuela.	Hábitos Nutricionales Deficientes.	Recursos de Salud Inadecuados.	Alto Porcentaje de Desintegración Familiar.
Los vecinos viven muy separados.	La labor de los grupos voluntarios está mas orientada a dar que a fomentar la acción comunal.	Presupuesto Familiar insuficiente. Dependencia economica de una sola persona.	Muy pocos padres frecuentan las actividades escolares.	Un pequeño porcentaje de madres conoce el valor nutritivo de los alimentos.	El puesto de salud está situado muy lejos del Barrio.	
Por timidez y desconfianza hay poca comunicación.	El horario de trabajo de los facilitadores no coincide con el de la comunidad.	Gasto inadecuado del ingreso.	Las escuelas distantes de la comunidad.	Consumo de alimentos de un solo grupo. Por ejemplo : harinas.	Dotación insuficiente en los Centros de Salud.	
Por respeto humano e ignorancia no hay participación.	Transmisión de conocimientos que no corresponden a la realidad.	Pocas amas de casa saben elaborar bien un presupuesto.				Inversión de Prioridades
Las personas viven muy ocupadas. No piensan en los demas.	Quienes trabajan en la comunidad les imponen sus objetivos personales.	Pocos habitantes de la comunidad conocen las fuentes de ingresos.				Hay grandes partidas del Presupuesto Nacional destinadas al Ministerio de Defensa.

T A B L A D E V I S I O N

FOMENTO DE LA EDUCACION INTEGRAL		PROMOCION DE LOS VALORES SOCIALES	FOMENTO DE LA ACCION COMUNITARIA	SATISFACCION DE LAS NECESIDADES BASICAS
CAMBIO DEL CONOCIMIENTO.	EDUCACION CIVICA	Mejoramiento de las relaciones entre vecinos	Incremento de las acciones comunales	Pequeña industria como fuente de trabajo y de ingreso
Abolir el analfabetismo y elevar el nivel educativo	Tomar conciencia para obrar de buena fé	Disciplina social para lograr metas	Planes para el buen aprovechamiento de recursos locales y externos	Que la comunidad pueda satisfacer sus necesidades básicas
Hacer personas conscientes y participantes	Comunidad capaz de elegir sus gobernantes y exigirles que cumplan	Aplicación del respeto a la persona humana	Reconocer y desarrollar los valores de las personas y comunidades para utilizarlos en beneficio de la comunidad	Erradicación de la desnutrición en los niños de 0-5 años en las zonas rurales
Capacitación técnica en el campo agrícola y pecuario	Mayor conocimiento de la persona en su valor integral en colegios, familia y comunidad	Trabajo a nivel familia para mejorar la educación y comprensión de sus miembros	Medios de recreación para el pueblo colombiano	Integración del marginado a todo nivel a los beneficios de la sociedad moderna
Escuelas controladas por los padres	Personas capaces de tomar sus propias decisiones	Fomentar sentimiento de solidaridad entre los miembros de la comunidad.	Formación de comités de trabajo	Adecuada distribución del ingreso familiar
Proceso de educación con el conocimiento del significado de auto-ayuda		Que cada miembro de un grupo sea consciente que puede ser [illegible]	Recoger el fruto de sus esfuerzos en la participación de su propio desarrollo.	Mejores programas de infraestructura
Verdadera escala de valores		Conocimiento y práctica de una metodología de auto-ayuda.	Abogar por retribuciones económicas más acordes con el costo real de la vida	Mejoramiento del nivel alimenticio
			Voluntariado más acorde con el cambio que se requiere	Mejorar el nivel de salud
				Logro de alternativas en educación, salud y trabajo
				Planes de ubicación de ancianos
				Instrucción para el aprovechamiento de los recursos propios en el mejoramiento de la vivienda
				Creación de centros de información y orientación de la comunidad

T A B L A D E P R O G R A M A S

PROGRAMAS DE ACTIVIDADES COMUNITARIAS	INCORPORACION DE LA COMUNIDAD	PROGRAMAS DE FOMENTO Y APROVECHAMIENTO DE LA ECONOMIA DEL HOGAR	PARA FACILITAR Y MEJORAR LA RELACION FAMILIA-ESCUELA	INICIACION MEJORAMIENTO SALUD COMUNIDAD
Industria artesanal de tejidos	Recolección de datos sobre realidades de la comunidad	Programas de recolección de información sobre ingreso y utilización	Programa de Adquisición de Datos para conocer la situación educativa	Programa de construcción centro Salud
Equipos Deportivos	Reclutamiento de Voluntarios	Programa de Economía del Hogar	Programa para mejorar el conocimiento sobre la importancia de la educación	Programa para que la comunidad tome conciencia del trabajo conjunto gobierno-comunidad
Asociación de Amas de Casa	Capacitación de Voluntarios	Programa de Planificación Familiar	Programa para integrar la comunidad y la escuela	Programa de información sobre Nutrición
Club de Edad Dorada	Capacitación de Voluntarios	Programa de Mejoramiento del Hogar	Programa de utilización de recursos para facilitar la educación	Programa práctico de capacitación en nutrición
Huerta comunitaria Escolar	Programa de actividades comunitarias	Programa de Salas-Cunas	Programa de acción comunitaria para mejorar la situación educativa	
Parque recreacional		Programa de Promoción Artesanías		
Centro de Interes escolar con los padres de familia		Programa de aprovechamiento de recursos Internos y Ext.de la com.		
		Programa de empresas comunitarias		
		Programa de huertas Caseras		

TABLA DE PROPUESTAS.

Restablecimiento del sentido comunitario	Promocionar al voluntariado y la comunidad.	Incremento y adecuada distribución del ingreso familiar.	Incrementar medios y acciones para mejorar la relación familia-escuela.	Mejoramiento salud de la comunidad.
Promover actividades comunitarias.	Investigar la comunidad y el voluntariado, la realidad comunitaria.	Investigar utilización del ingreso familiar.	Investigar la situación educativa en la comunidad.	Informar a la comunidad sobre nutrición.
Establecer servicios a la comunidad.	Concientizar al facilitador.	Desarrollar programas educativos de promoción familiar.	Acciones para inculcar en la comunidad la importancia de la [illegible]ón.	Capacitar practica en nutrición.
Mejorar distribución del tiempo.	Buscar recursos humanos.	Organizar fuentes de trabajo.	Estimular la integración comunidad-escuela.	Responsabilizar Gobierno y Comunidad.
	Planear conjuntamente			Buscar recursos.
	Realizar la acción adecuada.			Ejecutar programas.

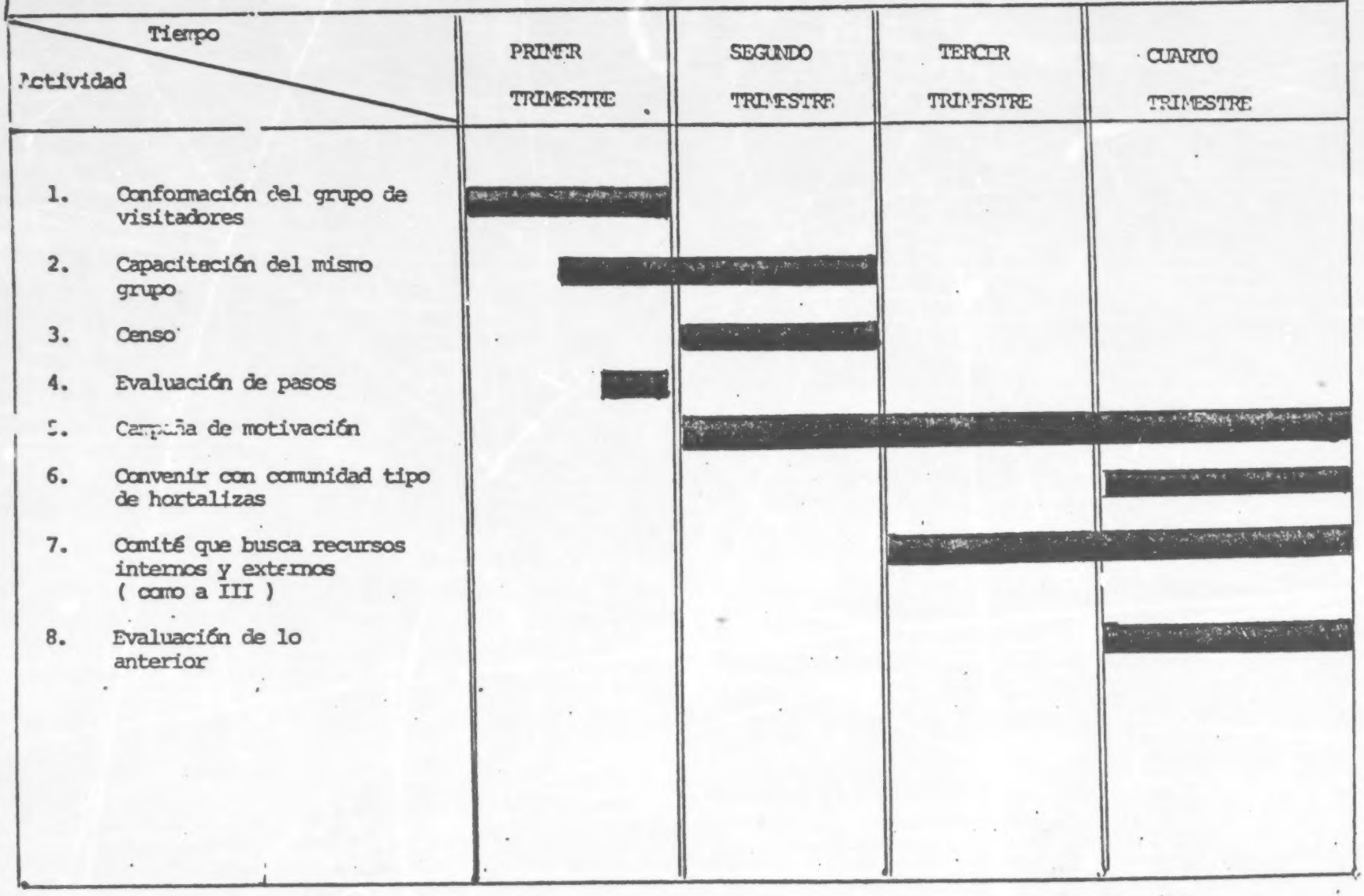
T A C T I C A S

PROGRAMA MAESTRO	RECLUTAMIENTO Y CAPACITACION DE VOLUNTARIOS PARA TRABAJO CON LA COMUNIDAD
SUB-PROGRAMAS	
T A C T I C A S	a) Visitas de la Coordinación a los grupos voluntarios para explicar el trabajo que se desea realizar. b) Reunión con las personas interesadas en el programa c) Escoger temas para un curso de acuerdo con las necesidades del grupo d) Conseguir personal idóneo para dictar cursos e) Planear horario, fecha y lugar del curso f) Informar al grupo interesado sobre lo anterior g) Realizar el curso h) Realizar reuniones frecuentes de los Voluntarios con los capacitadores para perfeccionar la metodología i) Buscar los recursos externos necesarios al programa

PROGRAMACION EN EL TIEMPO

Un año

TITULO DEL PROGRAMA: HUERTAS CASERAS


Tiempo
Actividad
PRIMER TRIMESTRE
SEGUNDO TRIMESTRE
TERCER TRIMESTRE
CUARTO TRIMESTRE
1. Conformación del grupo de visitadores
2. Capacitación del mismo grupo
3. Censo
4. Evaluación de pasos
5. Campaña de motivación
6. Convenir con comunidad tipo de hortalizas
7. Comité que busca recursos internos y externos (como a III)
8. Evaluación de lo anterior

Colombia

DTF Bogota:

Technology for the Planning of Self-Help Activities in Child Development

T A B L A D E V I S I O N

PAPEL TRANSFORMADOR DEL NIÑO ANTE LA SOCIEDAD	SERVICIOS BASICOS PARA EL NIÑO	CONCIENCIA DEL ESTADO Y FAMILIA ANTE EL NIÑO	ELIMINACION DE SITUACIONES DE EXPLOTACION
Niños conscientes de su comunidad y de su patria	Medio ambiente sano, limpio y agradable	Mayor integración familiar	Eliminar la explotación del niño por gente sin escrúpulos
Despertar interés por el bien comunitario	Mejores servicios de infraestructura	Apoyo del estado a los programas de la familia (objetivo el niño)	Niños menos maltratados
Que puedan los niños ser útiles a la sociedad	Que todos los niños tengan servicios médicos, odontológicos, etc.	Educar a la familia	Salario justo para el niño trabajador
Que sean más responsables	Que los niños tengan vivienda, salud y educación	Mayores ingresos para los padres	Que se le reconozcan al niños los mismos derechos que al adulto
Se puedan realizar plenamente como personas	Que todo niño tenga una educación básica asegurada	Que la comunidad y los padres tengan conciencia de la satisfacción de las necesidades básicas del niño	
	Nutrición balanceada y suficiente	Adultos responsables y conscientes de que el futuro del niño depende del adulto	
	Satisfacción de las necesidades básicas del niño	Apoyo de la comunidad para la promoción del niño	
	Derecho a recreación educativa	Respeto por parte de la comunidad a que el niño exprese sus necesidades	
	Que el desarrollo físico, intelectual y moral (integral) del niño sea mejor		

TABLA DE OBSTACULOS

Limitaciones para el trabajo en la comunidad.	Factores internos desfavorables al desarrollo c[illegible]	Deficiencia de educación higienica y servicios de salud.	Limitaciones Económico familiares.	Influencia de los medios de Comunicación.
Pocas personas conocen y divulgan los programas del gobierno y de la comunidad.	Los mayores [illegible] poca responsabi[illegible] para educar lo[illegible]s.	Los niños se enferman por agua contaminada.	Salarios bajos mal aprovechados.	Los medios de comunicación no destacan los beneficios de la familia unida.
Los programas no se evalúan ni se supervisan por falta de responsabilidad de los encargados.	El medio ambiente es poco favorable al desarrollo del niño.	Acumulación de basura causa enfermedades.	Muchas familias necesitan del trabajo de los niños.	La propaganda incita a la gente a ambicionar cosas materiales superfluas.
Muchas personas con influencia en la comunidad no cumplen adecuadamente su misión.	Limitaciones económicas para los programas de la comunidad.	Muchas personas no tienen hábitos de higiene.		
Se dan cosas en vez de enseñar a conseguirlas.	Los patrones culturales favorecen la explotación del niño.	Pocos centros de salud rurales.		
Descoordinación de recursos institucionales humanos y materiales en las comunidades.	La mayoría de los maestros no son creativos y son conformistas.		Subutilización de los alimentos.	Deficiencia de servicios educativos.
Promesas falsas de servicios por buscar poder.	La situación de carencias hace que los padres maltraten o abandonen a los niños.		los alimentos básicos llegan a la minoría de la población.	Demasiados niños para pocas aulas.
Servicios impuestos no sentidos.	Los padres no estan preparados para su función de padres.		Hay buenos alimentos pero no hay buenos hábitos de utilización.	Concentración de maestros en áreas urbanas, pocos maestros en áreas rurales.
Limitaciones económicas para los programas de la comunidad.	Muchas personas llegan tarde.			Rápido crecimiento de la población.

T A B L A D E P R O P U E S T A S

ESTRATEGIAS MULTIPLES EN TRABAJO CON LA COMUNIDAD.	DESARROLLO A LA COMUNIDAD	MEJORAR HABITOS EN: SALUD, HIGIENE Y ALIMENTACION	AUMENTAR Y MEJORAR SERVICIOS EDUCATIVOS
Divulgación eficiente de programas y servicios.	Capacitar a la comunidad mediante conferencias, seminarios y asesorías técnicas.	Educar y aprovechar de los alimentos	Crear transporte
Educar personal directivo (Educación integral y responsable) para asegurar eficacia en programa	Integrar los recursos de la comunidad fomentando la participación de los individuos de acuerdo a sus intereses y edades.	Fomentar hábitos de higiene.	Educar sobre planificación familiar
Concientizar la comunidad de exigir y evaluar acciones	Abrir fuentes de trabajo, fomentando industrias familiares, cooperativas y asociaciones agrícolas y ganaderas	Mejorar servicios de salud	Aumentar personal educativo.
Conocimiento de la comunidad de sus propias capacidades	Seleccionar, asesorar y supervisar al personal que trabaja en la comunidad.		Construir aulas
Planificación y programación integral.			

T A B L A D E P R O G R A M A S			
PLANEACION DE ESTRATEGIAS	ORGANIZACION Y DESARROLLO DE LA COMUNIDAD	CAPACITACION NUTRICIONAL HIGIENICA Y DE SALUD	INTEGRACION COMUNITARIA
Centro de información sobre recursos internos y externos	Capacitación en areas técnicas	Programa de mejor aprovechamiento nutricional	Construcción de carreteras
Cursos de capacitación y complementación	Educación para la vida en familia	Programa de mejoramiento de vías	Seminarios sobre planificación familiar
Creación de grupos evaluadores y de presión	Coordinación interinstitucional	Programa de huertas caseras	Encuentro comunitario para el estudio de los recursos educativos
Auto-valoración de capacidades	Fortaleza de organizaciones existentes	Programa de recolección de basuras	Jornadas culturales pro-aulas
Ordenamiento de necesidades y medios	Investigación de recursos humanos	Programa sobre hábitos de higiene	
	Orientación de cooperativas	Programa de vacunación	
	Investigación de capacitación comunitaria y familiar	Programa dotación centros de salud	
	Asesoría Técnica	Programas eficientes de asistencia social	
	Selección de personal en áreas comunales	Programa suministro de drogas	

T A C T I C A S			
PROGRAMA MAESTRO:	O R G A N I Z A C I O N Y D E S A R R O L L O D E L A C O M U N I D A D		
SUB-PROGRAMA	INVESTIGACION DE CAPACITACION COMUNITARIA Y FAMILIAR.	CAPACITACION APTAS TECNICAS	ORIENTACION HACIA LA ORGANIZACION COOPERATIVA
T A C T I C A S	- Reunión informativa con la comunidad. - Diseño y aplicación de Investigación: [Recursos humanos Objetivos Problemas a resolver Muestra de población Tipo de encuesta Encuestadores - Distribución de grupos de población por areas de capacitación - Informar a la comunidad del resultado de la investigación - Planeación con la comunidad del programa de capacitación para la creación de una cooperativa agrícola y ganadera.	- Determinación de recursos internos que sean multiplicadores. - Coordinación de recursos: [Sena-Abocol, ICA, Inderena, Caja agraria, Min. Agricultura, Sup. Nal. de Cooperativas. - Confrontación de recursos internos y externos para elaborar planes finales. - Reunión de comunidad para presentar alternativas de cursos a realizar. - Iniciación de cursos Cooperativismo Cría de ganado y cerdos Técnicos de Veterinaria y Zootecnia Conservación alimentos Abonos	- Reunión con la comunidad capacitada para determinación de la Cooperativa Agrícola y ganadera [socios proveedores consumidores - Consecución de local, remodelación y dotación - Coordinar asesoría técnica con la Superintendencia nacional de Cooperativas. - Establecer Junta Administradora de la Cooperativa. - Organización Interna [horario personal funciones tareas - Apertura del servicio - Evaluación

P R O G R A M A C I O N E N E L T I E M P O

Tres Meses

TITULO DEL PROGRAMA: ORGANIZACION Y DESARROLLO DE LA COMUNIDAD

Actividad \ Tiempo	Mes	I				II				III			
	Semana	1	2	3	4	5	6	7	8	9	10	11	12
1) Reunión de la comunidad capacitada.													
Motivación													
Citación													
Consecución de lugar de Asamblea													
Fijación de fecha y horario													
Realización													
2) Consecución del local													
Solicitud de colaboración a la comunidad													
Selección de posibles locales													
Determinación de la técnica													
Elaboración del contrato													
3) Remodelación													
Elaboración de planos													
Consecución de maestros y obreros													
Consecución de materiales													
4) Dotación													
Listado de elementos necesarios													
Consecución de cotizaciones													
5) Coordinación Superintendencia Nal. de Cooperativas.													
6) Asesoría Técnica													
Integración grupo asesor													
Llegada a la comunidad													
Conocimiento de investigación previa													
7) Evaluación													